DOCUMENT RESUME

ED 050 884 RC 005 320

AUTHOR Urbanski, Lawrence E.
TITLE [A Cross-Cultural Comparison of Mass Communications Interests Among Cloquet Junior High School Students and a Comparison of Mass Communication Interests of Indian Students in Four Minnesota Schools].
PUB DATE Jul 68
NOTE 36p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *American Indians, *Communications, Comparative Analysis, Cross Cultural Studies, Education, *Interest Research, *Mass Media, *Secondary School Students

ABSTRACT

The cross-cultural study was performed (1) to determine what significant differences there were among Cloquet Junior High School students in terms of use of mediums of mass communication (TV, radio, movies, newspapers, comic books, and books) and (2) to note whether significant differences existed between interests (e.g., adventure, comedy, mystery) of Indian students and non-Indian students. Other purposes of the study were to check the availability of various mediums to all students and the usefulness and importance of such as part of the instructional program. The population included 102 students (in grades 7, 8, and 9), of which 34 were American Indians from the Fond du Lac Chippewa Indian Reservation in Minnesota. A 4-page checklist obtained data, which are recorded on tables. The findings revealed (1) a definite pattern of interest with each medium and (2) a significant interest difference with Indian students as compared to other students, with some exceptions. In the second study, designed to obtain a more complete picture of Indian student interests than was provided by the foregoing cross-cultural study, 36 Indian students attending 4 Minnesota secondary schools responded in terms of mass communication interests. Tabular results indicate, for example, that students in all schools feel that books comprised the medium from which the students learned most. (EL)

ED050884

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[A COMPARISON OF MASS COMMUNICATIONS INTERESTS AMONG CLOQUET JUNIOR HIGH SCHOOL STUDENTS and a Comparison of Mass Communication Interests of Indian Students in Four Minnesota Schools]

Cross-Cultural

Lawrence E. Urbanski

Submitted to Professor D. K. Berninghausen
as a 6 credit starred paper
in partial fulfillment of the
requirement for
Lib. 295

and the Degree of
Master of Arts in Library Science

July, 1968

UNIVERSITY OF MINNESOTA

RC 005320

INTRODUCTION

The Problem and the Purpose

In recent years youngsters have been bombarded by the mass media with little training to critically and creatively utilize its content. Teachers and librarians recognize the need to provide experiences that will make learning more meaningful. The mass media is very important and essential to the teaching-learning process because it is an undeniable fact that they have much relevance to the learner. The learner has to get involved and excited about what he is learning. Also, it seems generally established that there are universal interests at different age levels among children and between children of different socio-economic levels.

The purposes of the study are: to determine what significant differences there are among Cloquet Junior High School students in the various mediums of mass communications; to note whether there is a significant difference between the interests of Indian students and students of other racial backgrounds in attendance. Other purposes of the study were to check on the availability of various mediums to all students, how much use is made of each medium and its importance to that student. Also, it was hoped that a definite pattern of interest in each media and among the medias would be found for each group.

It is the purpose of this study to test the following hypotheses:

1. There is a definite pattern of interest among each of the media surveyed by all students in Grades Seven through Nine at Cloquet Junior High School.

2. There is a significant interest difference among the Indian students as compared to the other students in each of the media.

3. There is little difference in the amount of time spent in the use of each media by all groups.

4. There is very little change in the patterns of interest at each grade level whether it be Indian or the entire group in general.

PROCEDURE

The Sample

The subjects for this study were 102 students in Grades Seven, Eight and Nine attending Cloquet Junior High School. There were 34 students of Indian ancestry in these three grades at the time of the study which includes the upper level Special Education Class for the mentally-retarded. A ratio of two other students to one of Indian ancestry was used. No attempt was made to select according to any socio-economic factors. The questionnaires were administered by members of the Junior High School English staff.

Table One. Breakdown of Sample by Grades, Sex and Origin.

	ENTIRE GROUP					
	Boys	Girls	Total	Indians	Boys	Girls
Grade 7	24	24	48	16	4	12
Grade 8	9	15	24	8	1	7
Grade 9	10	17	27	9	4	5
Special Ed.	2	1	3	1	0	1
Tltals	45	57	102	34	9	25

Table One is a breakdown of the entire sample used in the study. Among the 34 Indian students there were 25 girls and 9 boys. In the sample no attempt was made to have an equal number of boys and girls.

An Indian in this study is identified as such if he is duly enrolled as a member of a recognized band or tribe of Indians. These students are members of the Chippewa Tribe living on or near the Fond du Lac Indian Reservation. They also qualified by being at least one-quarter or more of Indian ancestry.

The Fond du Lac Indian Reservation is located just outside the city limits of Cloquet, Minnesota, which is about twenty miles west of Duluth. The reservation is unique as it is near the industrial centers of Cloquet and Duluth. Many of its members are employed in the forest products plants in Cloquet so the reservation is economically and geographically linked to this city.

The mass media used for this study are: television, radio, motion pictures or movies, newspapers, magazines, comic books and books. The utilization of

such resources can have an impact not only for the acquisition of knowlege, but also and of greater importance, for the development of proper attitudes and values.

The Research Design

The subjects of the research were given a four-page checklist type questionnaire. Names of Indian students were obtained from the Junior High School Office and placed on the questionnaire in advance. These were then given to their English instructors who also selected two additional students at random for each Indian student in their class. Most of this was done while that particular class was working on a research project in the library during the month of May, 1967.

The students were given as much time as needed to complete the checklist. Some asked to take them home and returned them the following day. Both the researcher and a teacher were present to explain or to answer any questions concerning the checklist. The students returned the completed forms to their teachers. Each was checked to see if all items were understood.

Analysis of Data

The data derived from the checklist-questionnaire was recorded on simple charts and arranged according to the population of the study----Indians and Other Students. Because the purpose of the study was to determine the various interest patterns of students in their use of the various mass media as well as a comparison of the Indian students with the others, no attempt was made to compute percentages of difference in relation to the whole sample. By doing it this way the study will prove more useful to the Junior High Faculty for study and follow-up.

Assumptions and Limitations

It was assumed that Junior High School students did have specific interests as far as each media was concerned. It was assumed that all students used in the sample were honest in the indication of their interest choices and other data.

The research investigation is limited in the size of the sample as only

102 students were used as subjects. A discrepancy will occur between what the student says he reads, listens or views on the questionnaire, and what he will actually do when given the opportunity to sit down and pursue his interests in any of the mediums. Another limitation to consider is the high rate of employment among Indians in the Cloquet area and the resulting affluence of the group which would not be true, necessarily, of Indians in other areas. It was also surprising to the researcher that many of the students included qualified as Indians due to knowledge of their families or from their physical appearance.

RESULTS

Television

In the questionnaire three questions dealt with the medium of television. One question dealt with the preferred types of subject matter in programs. A three-choice approach was used to get some measure of intensity or depth of interest. For the purposes of this study no distinction was made as to first, second or third choices although the students rated them as such.

Table Two. What are your favorite types of television programs? List your first three choices.

	OTHERS					INDIAN GROUP					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Dramas	3	1	0	0	4	1	1	0	0	2	6
Variety Shows	6	6	6	0	17	3	2	3	0	8	25
Childrens Prog.	0	0	0	0	0	1	0	0	0	0	1
Comedy Series	16	7	7	1	31(2)	7	3	3	0	13(3)	44(2)
News & Commentary	1	1	2	0	4	2	0	0	0	2	6
Womens Day-time Shows	0	0	1	0	1	0	1	0	0	1	2
Spectaculars	1	0	1	0	2	1	1	0	0	2	4
Classical Music	1	0	1	0	2	0	1	1	0	2	4
Westerns	7	3	3	1	14	9	3	3	0	15(1)	29
Cartoons	1	1	1	1	4	1	0	0	0	1	5
Sports	11	4	6	0	21	4	2	2	0	8	29
Science-Fiction	12	5	3	1	21	1	1	4	0	6	27
Movies	15	9	11	1	36(1)	10	0	3	1	14(2)	50(1)
Mystery-Suspense	15	4	5	0	24(3)	5	4	4	1	14(2)	38(3)
Religious	0	1	0	0	1	0	1	0	0	1	2
Panel & Game Shows	2	0	2	0	4	2	1	0	1	4	8
Family Situations	11	6	6	1	24(3)	2	3	4	0	9	33

From Table Two we are able to see some significant differences between the two groups studied. The interest choices of the Indian group were: First - Westerns, Second - Movies and Mystery-Suspense, Third - Comedy Series such as "I Love Lucy". The other students in the study listed Movies as their first interest followed by Comedy Series and then Mystery-Suspense. For the entire group the first three interest choices were Movies, Comedy Series and Mystery-Suspense.

Some of the major differences of interest can be seen in the following categories: Sports, Science-Fiction, Mystery-Suspense and Family Situations. The Indian group did not list these as major interests as readily as the other group. This leads one to believe their socio-economic background may be a factor in their choice.

In order to determine the extent of the television medium use by both groups this question was asked: About how much time do you spend watching television during the day?

Table Three. About How Much Time do You Spend Watching Television During the Day?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Less than 1 Hr.	2	0	3	1	6	2	0	1	0	3	9
About 1 Hr.	8	6	6	1	21	1	4	1	0	6	27
More than 1 Hr.	22	10	9	0	41	13	4	7	1	25	66

Table Three shows that both groups spend more than one hour a day viewing television programs. The Indian Group, in proportion to the other group, answered that they spent more than an hour each day watching television by a difference of 74 per cent to 60 per cent.

The last question asked was designed to find out the importance of the area educational television station to these students.

Table Four. How Often Do you Watch Programs on Channel 8, The Educational TV Station?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Every Day	1	1	0	0	2	0	0	0	0	0	2
Once or Twice a Week	2	3	3	2	10	4	2	1	1	8	18
Hardly Ever	29	12	15	0	56	12	6	8	0	26	82

Both groups in Table Four definitely do not spend much time viewing ETV on Channel 8. Eighty-two Students or 80 percent of the entire group hardly ever watch programs on educational television.

Radio

Three questions were asked of the students on the medium of radio. The same procedure was used in selecting choice of interest as was done in the television study.

Table Five. What Are Your Favorite Types of Radio Programs? List Your First Three Choices.

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Teen Music	31	15	17	2	65(1)	16	8	9	1	34(1)	99(1)
Classical Music	13	2	5	0	20	4	3	3	0	10	30
News, Etc.	18	9	12	2	41(2)	9	3	6	0	18(2)	59(2)
Sports	17	6	10	1	34(3)	9	2	5	1	17(3)	51(3)
Panel Discussions	2	3	1	0	6	2	2	0	0	4	10
Religious	0	1	2	1	4	1	0	0	1	2	6
Public Affairs	9	8	7	0	24	4	6	2	0	12	36

As was expected, teen music ranked first on both groups' interest inventory. Only three students did not list it as one of their three choices. News programs were second for both groups and both groups had the same choice for third - sports. From one grade level to another the trend was almost the same.

The second question asked the students how much time they spent with this medium. In the opinion of the researcher it appears that radio is one of the most popular media with this age level and one of the most accessible.

Table Six. About How Much Time Do You Spend Each Day Listening to the Radio?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Less than 1 Hr.	17	6	4	2	29	4	3	4	1	12	41
More than 1 Hr.	15	10	14	0	39	12	5	5	0	22	61

As can be seen from Table Six most students spend a great deal of time listening to the radio. Because Table Five listed Teen Music as their first interest it would be evident, that although much time is spent with radio, it is probably serving as a background to some other activity they are pursuing.

Table Seven. Do You Have a Radio or Transistor Radio of Your Own?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Yes	24	16	17	1	58	11	6	5	0	22	80
No	8	0	1	1	10	5	2	4	1	12	22

A big factor in the popularity of the radio medium is due to the accessibility of each student to a radio. Again 80 per cent of the entire group stated they owned a radio and about two-thirds of the Indian students have radios of their own.

Movies

Only two main questions were asked of the students concerning their interests and use of motion picutres. The students were told to consider their choice of movies seen at a theater and not those viewed on television. It appears from the study that the motion picture medium does not involve as much of the students' time as expected.

Table Eight. What Are Your Favorite Types of Movies? List Your First Three Choices.

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Animal Stories	3	1	1	0	5	3	2	1	0	6	11
Jungle Adventure	5	2	0	2	9	3	0	1	1	5	14
War	6	5	2	1	14	2	1	2	0	5	19
Science-Fiction	11	2	3	1	17(3)	3	2	4	0	9	26
Romance	5	0	6	0	11	5	0	5	0	10(3)	21
Comedy	17	10	13	1	41(1)	9	3	2	0	14(1)	55(1)
Sports	3	1	2	1	7	3	1	2	0	6	13
Musicals	5	1	2	0	8	0	1	0	0	1	9
Spy-Suspense	16	5	6	0	27(2)	4	2	2	0	8	35(2)
Horror	17	6	4	0	27(2)	3	2	1	0	6	33(3)
Cars-Racing	3	8	6	0	17(3)	2	2	5	1	10(3)	27
Historical	2	0	0	0	2	1	1	0	0	2	4
Teen & Family Situations	3	5	5	0	13	4	5	2	0	11(2)	24
Westerns	3	3	0	0	6	6	2	0	1	9	15
Religious	0	0	2	0	2	0	0	0	0	0	2

A study of Table Eight shows that both groups ranked Comedy as their main interest in movies. The Indian group rated Teen and Family Situations as their second choice while the other group listed two--Spy-Suspense and Horror movies--as their second most popular group. Rated third by the Indian group were movies about Romance and Cars-Racing. The other group listed Science-Fiction and Cars-Racing as their third choice. For the entire group the first three choices were: Comedy, Spy-Suspense and Horror. Again there was very little difference in interests from one grade level to another.

It is interesting to note the differences in interests among the Indian students when you look at Table Two which compared Television and this table. Westerns rated as their most popular while movies on this table ranked Westerns fifth in interest. Also television programs dealing with the family and its problems ranked rather low but just the opposite is true with movie interests. A definite trend is developing among Indian student interests that show a lack of interest in medium programs with some sort of violence connected with them.

Table Nine. About How Often Do You Go to the Movies?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	sp.	Total	Total
Once a Week	11	6	2	1	20	9	3	0	1	13	33
Once a Month	10	7	7	0	24	2	2	4	0	8	32
Seldom	11	3	8	1	23	5	3	5	0	13	36

The above table shows a fairly even distribution as to attendance at movies on a regular basis with that group that attends seldom. It should be noted here that the local theater policy has been to book a picture for a five day run and this would be a factor in some students reporting as they did.

Newspapers

Three questions were asked of the students in this medium.. How often do you read a newspaper? What newspapers do you read regularly? What section or sections of the newspaper do you always read?

Table Ten. How Often Do You Read A Newspaper?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Almost Every Day	16	9	9	0	34	5	4	3	0	12	46
Several Days a Week	5	5	7	0	17	2	2	6	0	10	27
About 1 Day a Week	6	2	2	1	11	7	2	0	1	10	21
Seldom or Never	5	0	p	1	6	2	0	0	0	2	8

Newspapers form a very important part of a student's life as can be determined from Table Ten. All but eight students stated they read the paper sometime during the week with most saying they read a newspaper regularly.

Table Eleven. What Newspapers Do You Read Regularly?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Cloquet Vidette (Weekly)	16	7	10	2	35	9	4	3	0	16	51
Cloquet Pine Knot (Weekly)	14	9	10	0	33	8	4	4	0	16	49
Either Duluth Paper (Daily)	22	11	14	0	47	8	6	9	1	24	71
Either Mpls. (Daily)	9	6	5	0	20	4	1	2	0	7	27
Other	0	0	1	0	1	0	0	0	0	0	1

The above table was intended to show the accessibility of various types of newspapers in the homes of students. It is interesting to note most read the local newspaper and about 70 per cent read the Duluth newspapers which represent a large city and deals with area news. The Minneapolis papers were read by 21 per cent of the Indian group and 29 per cent of the other students. All students are exposed to a newspaper in one of these categories.

Table Twelve. What Section or Sections of the Newspaper Do You Always Read? List Three Choices.

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Comics	23	15	10	2	50(1)	15	5	6	1	27(1)	77(1)
Sports	12	7	6	0	25(3)	4	1	4	0	9	34
Local News	12	4	7	2	25(3)	3	5	4	0	12	37(3)
National News	7	4	4	0	15	1	1	1	0	3	18
Foreign News	3	3	2	0	8	0	1	0	0	1	9
Society	2	1	0	0	3	0	0	0	0	0	3
Editorials	1	1	2	0	4	1	1	0	0	2	6
Feature Columns	4	5	7	1	17	2	2	4	0	8	25
Advertisements	4	0	2	0	6	3	2	0	1	6	12
TV-Radio-Movie Guides	9	2	3	1	15	11	1	2	1	15(3)	30
Front Page	16	8	10	0	34(2)	8	5	6	0	19(2)	53(2)

As was expected Comics ranked first in interest by both groups in their newspaper reading and both listed the Front Page as the second choice but the Indian group listed the TV-Radio-Movie Guides as their third choice to the other groups choice of Sports and Local News.

Magazines

The students were asked four questions concerning magazines. What magazines do you read regularly? What magazines are subscribed to in your home? Estimate the amount of time spent each week reading magazines. What are your favorite types of magazines? Only Table Thirteen will be concerned with magazines and will answer the last question.

In answer to the first two questions, "What magazines do you read regularly and what magazines are subscribed to in your home?", there was much repetition of titles listed. Thirty-five different magazine titles were listed by the

students as being read regularly with Life, Time and Post being listed the most. These three plus Look appeared most on the lists subscribed to in the home. All 102 students listed at least three magazines in answering these two questions. On the list of titles subscribed to in the homes there were 37 different titles mentioned. Outside of Boys Life, American Girl, Co-ed and Mad all listed were of an adult interest level unless you would include Motor Trend and Hot Rod in this category. It is apparent that students do read the magazines that come into their homes.

The time spent reading magazines for all groups were listed at about one hour per week. The range of times spent reading magazines was from one-half hour per week to a high of eight hours. About 30 perccent of the sample spent approximately two hours per week. Ten per cent spent more than two hours per week.

Table Thirteen. What Are Your Favorite Types of Magazines? List First Three Choices.

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Hunting & Fishing	15	5	5	1	26(2)	4	1	3	0	8	34(3)
Science & Mechanics	5	1	1	0	7	0	1	1	0	2	9
Movie & Theater	3	3	2	0	8	4	2	0	1	7	15
Romance	5	0	4	0	9	4	1	1	0	6	15
Sports	13	2	4	1	20	4	1	2	0	7	27
Detective & Mystery	5	1	1	0	7	8	1	1	1	11(1)	18
Science-Fiction	6	4	0	1	11	0	2	2	0	4	15
Homemaking	3	4	7	0	14	2	1	5	0	8	22
Cars & Cycles	4	5	3	0	12	2	1	3	0	6	18
News(Time, Etc.)	5	2	2	0	9	1	1	0	0	2	11
Pictorial (Life, Etc.)	7	5	13	0	25(3)	3	2	5	0	10(2)	35(2)
Religious	0	0	1	0	1	0	0	0	0	0	1
Western	1	0	0	1	2	5	0	0	1	6	8
Adventure	5	4	0	1	10	1	2	0	0	3	13
General Story	3	1	3	0	7	1	3	3	0	7	14
Humor	16	12	9	1	38(1)	6	2	1	0	9(3)	47(1)
Literary	0	0	1	0	1	0	0	0	0	0	1

The variation of interests from one type of magazine to another is relatively small among the Indian students with the top three interest types being Detective

and Mystery, Pictorial and Humor. Humor ranked first among the other students followed by Hunting and Fishing and then the Pictorial magazines followed closely by Sports. All others were of much lesser importance. Also, there is a correlation with their interest choices on this table with the answers to the first two questions. Life and Look were received in the homes and overall they ranked as the second most important interest group.

Comic Books

Although not a form of mass media in the technical sense and one area that would better fit in under magazines is the comic book which is being treated separately in this study. Many teachers believe this age group to be quite involved with the use of comic books. Three questions were asked. Do you read them regularly? Do you buy them or borrow them? What type do you read?

Table Fourteen. Do You Read Comic Books Regularly?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Yes	5	2	0	0	7	8	0	1	1	10	17
No	27	14	18	2	61	8	8	8	0	24	85

Table Fifteen. Do You Buy Them or Borrow Them?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Buy	15	7	5	1	28	11	4	2	1	18	46
Borrow	10	6	8	1	25	3	3	6	0	12	37

From Table Fourteen it can be seen that comic books are not read regularly by the majority of the sample. In proportion the Indian group stated they read them regularly more than the other students. When it came to obtaining comic books most students buy them rather than borrow. About 19 students did not answer this question because it did not pertain to them. Many students listed Mad Magazine as one of their favorites under magazines. This particular magazine could or would qualify as a comic book in many respects but no distinction was made before the questionnaire was distributed. It was considered as a humor magazine.

Table Sixteen. What Type of Comics Do You Read? List First Three Choices.

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Mystery	19	8	5	2	34(1)	10	5	2	1	18(2)	52(2)
Adventure	20	8	4	1	33(2)	10	4	6	1	21(1)	54(1)
Crime Stories	11	3	3	0	17	7	1	1	0	9	26
How-to-do Comics	0	0	1	2	3	2	1	1	0	4	7
Comic Hero Type	15	8	7	0	30(3)	8	2	4	1	15(3)	45(3)
About Boys & Girls	9	4	6	0	19	3	5	5	0	13	32
Classical	3	2	5	0	10	1	1	1	0	3	13
Religious	1	0	1	1	3	0	0	0	0	0	3
About People	8	5	7	0	20	3	2	3	0	8	28

The first three choices of both groups were the same but not necessarily in the same order. Mystery, Adventure and Comic Hero type comics rated tops for the entire group.

Books

The last of the mass media to be studied are books. In this study textbooks were not considered. The questions asked were designed to not only find out the students' interests but also to check on where they obtained these materials. Of special interest was whether or not students made much use of paperbacks and about how much time they spent using this media.

Table Seventeen. Estimate the amount of time spent reading books (not textbooks) each day.

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Less Than 1 Hour	11	6	12	2	31	5	2	9	0	16	47
About 1 Hour	14	8	2	0	24	10	4	0	1	15	39
More Than 1 Hour	6	2	4	0	12	1	2	0	0	3	15

It is evident from Table 17 that the students do not spend much time reading books each day as only 15 students stated they read books more than one hour per day. Almost half of the Indian group spent less than one hour on books.

Table Eighteen. Do You Buy Your Own Paperback Books to Read?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Yes	21	12	10	0	43	10	5	3	0	18	61
No	10	4	4	2	20	5	2	6	1	14	34

Table Nineteen. Where Do You Obtain Most of Your Books to Read?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Public Library	5	2	5	0	12	2	2	0	0	4	16
School Library	7	7	3	0	17	2	1	5	1	9	26
Buy Your Own	11	10	6	1	28	8	5	1	0	14	42
Borrow from Friends	2	3	6	1	12	1	3	5	0	9	21
Gifts	2	1	0	0	3	2	0	3	0	5	8

Both Table 18 and 19 show a relationship as to where students obtain their books to read. More than half of all of the students stated they purchased their own paperbacks which may account for buying your own on Table 19 being the main source for the obtaining of books to read. The School Library is the second most important source of supply. It has been observed that very few Indian students make use of the Public Library and this question also bears out this fact.

Table Twenty. What Are Your Favorite Types of Books to Read? List First Three Choices.

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Popular Fiction (Best Sellers)	11	5	6	0	22(2)	4	2	3	0	9	31(3)
Mysteries	16	2	6	1	25(1)	9	4	4	1	18(1)	43(1)
Biographies	9	7	4	0	20	4	2	5	0	11	31(3)
Adventure	9	7	4	1	21(3)	5	4	4	1	14(2)	35(2)
Historical Fiction	5	2	2	0	9	1	0	0	0	1	10
How-To-Do-It Books	2	1	2	0	5	1	1	2	0	4	9
Science-Fiction	7	3	4	1	15	2	1	2	0	5	20
Sports	11	2	5	1	19	4	1	2	0	7	26
Teen Romance	7	5	7	1	21(3)	5	3	2	0	10(3)	31(3)
Careers	3	2	1	0	6	1	2	0	0	3	9
Non-Fiction	4	3	4	0	11	2	0	1	0	3	14
Animals	4	1	1	1	7	3	0	2	0	5	12
Short Stories	6	7	5	0	18	2	2	1	1	6	24
Dramas	0	0	1	0	1	1	1	0	0	2	3
Other	4	1	0	0	5	3	1	0	0	4	9

The above table shows that groups of students chose Mysteries as their first interest with Adventure and Teen Romance following close behind. There is a big difference among grade levels with Grade Seven making the big impact on the Other Students group. Among the Indian group the differences in interests are not as prominent.

SUMMARY OF STUDENT EVALUATIONS OF MEDIUMS

In order to have each student evaluate their responses made on each medium separately, five questions were asked of them in which they had to compare each medium with the entire field. The responses here should bear out and support the data stated previously.

Table Twenty-one. Which of the Mediums Reviewed Would You Miss the Most If You Had to Do Without it?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Books	5	4	1	0	10	3	1	0	0	4	14
Magazines	1	0	1	0	2	0	1	0	0	1	3
Newspapers	3	0	0	0	3	1	0	0	0	1	4
Television	15	10	6	2	33	8	3	4	1	16	49
Radio	3	2	9	0	14	4	2	3	0	9	23
Movies	2	0	1	0	3	0	0	2	0	2	5
Comic Books	2	0	0	0	2	0	1	0	0	1	3

Without a doubt television is the most important medium in the lives of these students. Radio and Books rank second and third.

Table Twenty-two. Which of These Mediums Do You Spend the Most Time Per Week in Viewing, etc.?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	total	Total
Books	5	4	1	0	10	2	1	0	0	3	13
Magazines	1	0	0	0	1	1	1	0	0	2	3
Newspapers	1	0	1	0	2	0	2	2	0	4	6
Television	17	8	7	2	24	8	2	3	1	14	48
Radio	5	4	8	0	17	5	2	4	0	11	28
Movies	0	0	0	0	0	0	0	0	0	0	0
Comic Books	0	0	0	0	0	0	0	0	0	0	0

Table 22 bears out the same facts as in Table 21 --- Television gets the most use followed by Radio and Books

Table Twenty-three. Which of These Mediums Do You Learn the Most From?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Books	11	7	2	2	22	4	1	0	1	6	28
Magazines	6	1	4	0	11	3	2	1	0	6	17
Newspapers	9	4	6	0	19	3	4	5	0	12	31
Television	2	4	5	0	11	3	1	1	0	5	16
Radio	4	1	3	0	8	3	0	2	0	5	13
Movies	0	0	0	0	0	0	0	0	0	0	0
Comic Books	0	0	0	0	0	0	0	0	0	0	0

In answering this question the Indian students felt they learned more from newspapers while the other group stated books taught them more. Magazines and television ranked next as mediums from which the students felt they learned.

Table Twenty-four. Which of These Mediums Do You Depend On For Relaxation?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Books	2	4	1	0	7	2	1	0	0	3	10
Magazines	3	1	0	0	4	1	0	1	0	2	6
Newspapers	1	0	0	0	1	0	0	0	0	0	1
Television	15	4	7	1	27	5	4	4	1	14	41
Radio	8	6	10	1	25	8	3	4	0	15	40
Movies	3	1	0	0	4	0	0	0	0	0	4
Comic Books	0	0	0	0	0	0	0	0	0	0	0

There was very little difference between the two groups and considering the entire group as to which medium they depended on for relaxation. Television and Radio were their first choices followed by Books.

Table Twenty-five. How Important Are the Various Mediums to Your Personal Welfare?

	OTHER STUDENTS					INDIANS					ENTIRE GROUP
Grade	7	8	9	Sp.	Total	7	8	9	Sp.	Total	Total
Very Little	1	1	1	0	3	0	0	1	0	1	4
Average	22	10	12	1	45	11	7	4	0	22	67
Very Much	9	5	5	1	20	4	1	4	1	10	30

Most of the students considered the various mass media of average importance to their personal welfare. Approximately one-third of them stated they were very important to their welfare. This same percentage holds through for each group treated separately.

Of the various mass media surveyed in this study it is evident that

Television, radio and books rank as the most important mediums as to popularity and the amount of daily use. This may be true due to their availability to all students and to the variety each presents to the student. One requires viewing, one listening and of course with books, it is reading. Each is no doubt more practical for each student at different times of the day.

SUMMARY

The study was designed to compare the various mass communication interests and use of students attending Cloquet Junior High School. It was also designed to find out if there is a significant interest difference among the Indian students as compared to the other students in the school in each of the media and also by grade level. The following table summarizes the first three interest choices in order of rank for both groups as well as for the entire sample in each of the mass media.

Table Twenty-six. Summary of Mass Media Interests. Listed by Rank for Each Group.

MEDIA	OTHER STUDENTS	INDIANS	ENTIRE SAMPLE
Television	Movies Comedy Series (Mystery-Suspense (Family Situations	Westerns (Movies (Mystery-Suspense Comedy Series	Movies Comedy Series Mystery-Suspense
Radio	Teen Music News Sports	Teen Music News Sports	Teen Music News Sports
Movies	Comedy (Spy-Suspense (Horror (Cars-Racing (Science-Fiction	Comedy Teens & Family Situations (Romance (Cars-Racing	Comedy Spy-Suspense Horror
Newspapers	Comics Front Page (Sports (Local News	Comics Front Page TV-Radio-Movies Guides	Comics Front Page Local News
Magazines	Humor Hunting & Fishing Pictorial	Detective & Mystery Pictorial Humor	Humor Pictorial Hunting & Fishing
Comic Books	Mystery Adventure Comic Hero Type	Adventure Mystery Comic Hero Type	Adventure Mystery Comic Hero Type
Books	Mysteries Popular Fiction (Adventure (Teen Romance	Mysteries Adventure Teen Romance	Mysteries Adventure (Popular Fiction (Biographies (Teen Romance

From a study of Table 26 as well as reviewing the previous tables it is evident except in television choices and magazines that both the Indian students and the others were very close in their interest choices. Three interest patterns are evident which are (a) adventure, (b) private life and (c) educational. Among the interests that would come under the heading of adventure are mysteries, suspense, science-fiction, cars-racing, westerns and detective stories. The private life interest pattern would include the categories of romance, humor, teen and family situations, comedy series, comics and hunting and fishing. The last interest pattern, educational, has these: news, music, pictorial, science

and mechanics, homemaking, biographies and sports. In the order of their importance as listed by the students in this study they are first, Adventure; second, Private Life; third, Educational.

Examination of individual categories revealed certain trends related to grade differences and between the two groups. Within the adventure pattern the Indian group showed a definite preference for westerns and detective stories while the other group preferred science-fiction, suspense and mysteries to a greater degree. Although the degree of change from one grade level to another was small a trend was developing among the Ninth Graders towards private life and educational patterns of interest. This is also evident but to a lesser degree among the Indian students.

The amount of time devoted to each media was directly in relation to the importance each student placed on it. Those students that preferred books would naturally devote more time to reading them than to viewing television or just listening to the radio. Another reason radio programs and teen music in general were popular is the possibility that the students could be carrying on some other activity at the same time. Television, radio, and books ranked in that order of preference among the forms of mass communications and the fulfillment of student use and interests. As would be expected students stated they learn the most from newspapers, books and magazines in that order.

The small number of students used in this study makes it difficult to apply any scientific method of evaluation that would be meaningful. This study has substantiated the fact that the interests of Indian students do vary in many respects from those of other students. This factor should be taken in to account by both teachers and librarians working in such a situation. Materials that will involve all students including the Indian students should be taken into consideration when developing programs for this age level. It appears from this study that more sophisticated subjects may be used by teachers at this level and also they should make use of all media to a greater extent.

It is the feeling of this researcher that the bypotheses listed at the beginning of this study are correct. There is a definite pattern of interest among each of the media surveyed in Grades Seven through Nine at Cloquet Junior High School. There is a significant interest difference among the Indian students as compared to the other students in each media with some exceptions. There is little difference in the amount of time spent in the use of each media by all groups. There is very little change in the patterns of interest at each grade level whether it be Indian or the entire group in general. It is hoped that this study will prove useful to the improvement of offerings for students attending the Cloquet Junior High School in future years.

INTEREST INVENTORY MASS COMMUNICATIONS HABITS AND TASTES

NAME_____ BOY_____ GIRL_____

GRADE (CIRCLE ONE) 7th 8th 9th

University of Minnesota Library School
Graduate Research Project

THROUGHOUT THIS INTEREST INVENTORY, CHECK ONLY THOSE ITEMS THAT BEST DESCRIBE YOUR OWN INTERESTS.

Television

A. About how much time do you spend watching television during the day?

Less than 1 Hour _____
About 1 Hour _____
More than 1 Hour _____

B. What are your favorite types of television programs? List your first three choices by using the ranking - 1, 2, 3.

Dramas _____
Variety Shows (Ed Sullivan, etc.) _____
Childrens Programs _____
Comedy Series (I Love Lucy, etc.) _____
News & Commentary _____
Womens Daytime Shows _____
Spectaculars _____
Classical Music _____
Westerns _____
Cartoons _____
Sports _____
Science-Fiction _____
Movies _____
Mystery-Suspense _____
Religious _____
Panel & Games Shows _____
Family Situations (My 3 Sons, etc.) _____

C. How often do you watch programs on Channel 8, The Educational TV station?

Every Day _____
Once or twice a week _____
Hardly ever _____

Radio

A. About how much time do you spend each day listening to the radio?

Less than 1 Hour _____
More than 1 Hour _____

B. Do you have a radio or transistor radio of your own?

Yes _____
No _____

C. What are your favorite types of radio programs? List your first three choices by using the ranking - 1, 2, 3.

Teen Music _____
Classical Music _____
News, etc. _____
Sports _____
Panel Discussions _____
Religious _____
Public Affairs _____

Movies

A. About how often do you attend the movies? Once a Week _____
Once a Month _____
Seldom _____

B. What are your favorite types of movies? List your first three choices - 1, 2, 3.
Animal Stories _____
Jungle Adventure _____
War _____
Science-Fiction _____
Romance _____
Comedy _____
Sports _____
Musicals _____
Spy-Suspense _____
Horror _____
Cars-Racing _____
Historical _____
Teen-Family Situations _____
Westerns _____
Religious _____

Newspapers

A. How often do you read a newspaper?
Almost Every Day _____
Several Days a Wk. _____
About 1 Day a Week _____
Seldom or Never _____

B. What newspapers do you read regularly? Check.
Cloquet Vidette _____
News Graphic-Pine Knot _____
Either Duluth Paper _____
Either Mpls. Paper _____
Other (Name) _____

C. Which section or sections of the newspaper do you always read? List by using the ranking - 1, 2, 3.
Comics _____
Sports _____
Local News _____
National News _____
Foreign News _____
Society _____
Editorials _____
Feature Columns _____
Advertisements _____
TV-Radio-Movie Guides _____
Front Page _____

Comic Books

A. Do you read them regularly? Yes _____ No _____
B. Do you buy them or borrow them? Buy _____ Borrow _____
C. What type of comics do you read? List choices in order of preference - 1, 2, 3.
Mystery _____
Adventure _____
Crime Stories _____
How-to-do Comics _____
Comic Hero Type _____
Comic Strips about Boys & Girls _____
Classical _____
Religious _____
Comic Strips about people _____

Magazines

A. What magazines do you read regularly? 1. _____
2. _____
3. _____

B. What magazines are subscribed to in your home? (Name only 3)
1. _____
2. _____
3. _____

C. Estimate the amount of time spent each week reading magazines:
About _____ hours

D. What are your favorite types of magazines? List first 3 choices using 1, 2, 3.

Hunting & Fishing	_____
Science & Mechanics	_____
Movie & Theater	_____
Romance	_____
Literary	_____
Sports	_____
Detective & Mystery	_____
Science-Fiction	_____
Homemaking	_____
Cars & Cycles	_____
News (Time, etc.)	_____
Pictorial (Life, etc.)	_____
Religious	_____
Western	_____
Adventure	_____
General Story	_____
Humor	_____

Books

A. Estimate the amount of time spent in reading books (not text books) each day:

Less than an hour	_____
About one hour	_____
More than an hour	_____

B. Do you buy your own paperback books to read? Yes_____No _____

C. Where do you obtain most of your books to read?

Public Library	_____
School Library	_____
Buy your own	_____
Borrow from friends	_____
Gifts	_____

D. What are your favorite types of books to read? List first 3 choices - 1, 2, 3.

Popular Fiction (Best Sellers)	_____
Mysteries	_____
Biographies	_____
Adventure Stories	_____
Historical Fiction	_____
How-to-do it books	_____
Science-Fiction	_____
Sports	_____
Teen Romance	_____
Careers	_____
Non-Fiction	_____
Animals	_____
Short Stories	_____
Dramas	_____
Other (List)	_____

General

A. Which of the mediums reviewed would you miss most if you had to do without it? List in order - first three - 1, 2, 3.

Books _____
Magazines _____
Newspapers _____
Television _____
Radio _____
Movies _____
Comic Books _____

B. Which of these mediums do you spend the most time per week in viewing, etc.?

Books _____
Magazines _____
Newspapers _____
Television _____
Radio _____
Movies _____
Comic Books _____

C. Which of these mediums do you learn the most from? _____

D. Which of these mediums do you depend on most for relaxation? _____

E. How important are the various mediums to your personal welfare?

Very little _____
Average _____
Very much _____

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A COMPARISON OF MASS COMMUNICATION INTERESTS OF INDIAN STUDENTS IN FOUR MINNESOTA SCHOOLS

Lawrence E. Urbanski
Research Paper for Library Services
Institute for Minnesota Indians

INTRODUCTION

The Problem and the Purpose

As a requirement for the Master of Arts Degree in Library Science the author of this paper did a study of The Mass Communication Interests Among Cloquet Junior High School Students. In this study he compared the interests of Indian and Non-Indian students in the various Mass Communication Mediums. It was hoped in this present study to get a more complete picture of student interests throughout the State of Minnesota and thereby being of some use to librarians and teachers working with Indian children in Minnesota Junior and Senior High Schools.

The Sample

The subjects for this paper were students from the following Minnesota schools serving various Indian reservations:

1. Walker Jr. and Sr. High School
2. Cook County High School of Grand Marais
3. Cloquet Senior High School
4. St. Paul Johnson High School

A quantity of questionnaires were sent to various participants in the Library Services Institute for Minnesota Indians with the hope that a thorough and more meaningful inventory of Indian student's mass communication interests could be compiled. The four schools listed were the only schools that co-operated by returning their questionnaires. It is regrettable that we do not have any data from Mahnomen, Waubin, Red Lake, Park Rapids, Orr, Minneapolis and Duluth.

Reservations represented in the study are Grand Portage, Leech Lake, and Fond du Lac as well as the urban Indian group in St. Paul. Because of the small sample (36 students) conclusions concerning a definite pattern or patterns of interest can not be made. The returns in this study do give us a little comparison of the urban Indian with his counterpart on a remote reservation such as Grand Portage. Another comparison is possible between the more affluent Indian on the Fond du Lac Reservation with the less endowed Indian of the Leech Lake Reservation.

Analysis of Data

No attempt will be made to draw conclusions from the data stated in the following pages due to their limitation in number. It will be left to the reader to use the data as he sees it and to interpret it accordingly. The present questionnaire was altered to bring it up-to-date with present programs and other changes in the mass media. New subjects were added to make it more meaningful to the Indian student. This is very evident in the data on book interests. The subject of Indians ranked third in their interests in this media.

ENTIRE GROUP

School	Boys	Girls	Total
Walker	4	3	7
Grand Marais	10	7	17
Cloquet	4	2	6
St. Paul Johnson	2	4	6
Totals	20	16	36

Table 1. Television

Favorite Types of Programs

All Schools	Type of Program	Walker	Grand Marais	Cloquet	St. Paul Johnson
5	Variety Shows	1	2	2	0
0	News & Commentary	0	0	0	0
(1) 24	Movies	3	11	6	4
(2) 16	Sports	5	8	2	1
1	Documentaries	0	1	0	0
5	Adventure Shows	1	4	0	0
9	Westerns	1	6	1	1
0	Religious Shows	0	0	0	0
(3) 13	Comedy Programs	3	4	1	5
4	Science Fiction	0	1	1	2
(2) 16	Popular Music (Rock)	5	6	2	3
1	Quiz Shows	0	1	0	0
0	Soap Operas	0	0	0	0
8	Mystery, Detective Shows	1	4	1	2
0	Childrens Programs	0	0	0	0
5	Cartoons	1	3	1	0
1	Family Situations	0	0	1	0

About how much time do you spend watching television during a day?

7	Less than 1 hour	2	3	1	1
17	1 - 2 hours	3	9	3	2
10	3 - 5 hours	2	5	1	2
2	More	0	0	1	1

How often do you watch programs on your Educational TV Channel?

0	Every Day	0	0	0	0
2	Once or Twice a week	1	1	0	0
30	Hardly Ever	5	13	6	6
5	No Station in Area	1	4	0	0

The following television programs were listed as the favorite TV program.

Johnny Cash Show (4)
Mission Impossible (3)
Name of the Game
Glenn Campbell Hour
Mannix
Hee Haw (2)
Bold Ones (2)
Laugh In
Bronson
Bill Cosby Show
Governor & J. J.
Tom Jones (3)
Julia
Star Trek
Room 222
Brady Bunch
Mod Squad
Andy Williams

() Number in parenthesis indicate number of times this program was listed.

Table 2. Radio

Favorite Types of Programs

All Schools	Type of Program	Walker	Grand Marais	Cloquet	St. Paul Johnson
(1) 35	Teen Music	7	17	6	5
6	Classical Music	0	5	0	1
15	Sports	3	6	3	3
1	Religious	1	0	0	0
2	Public Affairs	1	0	0	1
(2) 29	Country-Western Music	6	14	5	4
(3) 17	News	3	8	2	4
Do you have your own radio?					
31	Yes	6	15	5	5
5	No	1	2	1	1
About how much time do you spend each day listening to the radio?					
11	Less than 1 Hour	0	10	0	1
10	1 - 2 Hours	4	2	3	1
(1) 15	More than 2 Hours	3	5	3	4
When do you usually listen to the radio?					
4	While working	2	0	1	1
5	Doing home work	0	4	0	1
9	Bedtime	3	3	2	1
(1) 18	Relaxing	2	10	3	3

Table 3. Motion Pictures (Movies)

Favorite Types of Movies

All Schools	Type of Movies	Walker	Grand Marais	Cloquet	St. Paul Johnson
3	Animal Stories	0	2	0	1
4	War	0	4	0	0
(2) 12	Science-Fiction	1	5	2	4
(3) 11	Romance	3	3	2	3
9	Sports	4	4	0	1
1	Musicals	0	1	0	0
9	Cars-Racing	2	6	1	0
2	Historical	1	1	0	0
5	Teen-Family Situation	2	1	1	1
9	Westerns	1	3	4	1
0	Religious	0	0	0	0
10	Horror	1	5	2	2
8	Spy-Suspense	2	4	1	1
(1) 14	Comedy	3	4	4	3
(3) 11	Outdoor Adventure	1	8	1	1

How often do you go to the movies? (Not those on TV)

2	Weekly	1	0	1	0
11	Monthly	4	5	1	1
(1) 23	Seldom	2	12	4	5

The following movies were listed as the best movie each student had seen.

Butch Cassidy & the Sun Dance Kid (2)
The Ten Commandments
Toni Rome
Midnight Cowboy
The Lawyer
Paint Your Wagon (2)
Bullet (3)
Love Bug
The Games
Two on a Guillotine
Grand Prix
King of the Grizzlies
Funny Girl
Darby O'Gill and the Little People
True Grit
Shenandoah

() Number in parenthesis indicate the number of times this movie was listed.

Table 4. Newspapers

Sections of the Newspaper Read

All Schools	Section of the Newspaper	Walker	Grand Marais	Cloquet	St. Paul Johnson
13	National News	4	5	1	3
(2) 20	Local News	5	8	2	5
1	Foreign News	0	0	0	1
3	Society Page	2	0	1	0
3	Editorials	0	1	2	0
3	Feature Columns	0	2	0	1
(1) 29	Comics	4	13	6	6
(3) 16	Sports	4	8	3	1
5	Advertisements	0	4	0	1
12	Radio-Movie-TV Guides	2	7	3	0
	How often do you read a newspaper?				
20	Every Day	3	8	4	5
9	2 or 3 times a week	2	5	1	1
7	Seldom or never	2	4	1	0
	What newspapers do you read regularly?				
17	Weekly - Local or Hometown	3	8	3	3
20	Large City Daily	6	7	4	3
5	Small City Daily	0	4	1	0
0	Other	0	0	0	0

Table 5. Magazines

Favorite Types of Magazines

All Schools	Type of Magazine	Walker	Grand Marais	Cloquet	St. Paul Johnson
13	Hunting & Fishing	1	7	3	2
3	Science & Mechanics	0	2	1	0
5	Movie & Theater	3	1	1	0
8	Romance	2	2	2	2
1	Literary	0	1	0	0
(1) 18	Sports	4	10	2	2
8	Detective & Mystery	2	4	0	2
4	Science-Fiction	0	1	1	2
4	Homemaking	2	1	1	0
(2) 17	Cars & Cycles	3	8	4	2
1	News (Time, etc.)	0	1	0	0
3	Pictorial (Life, etc.)	0	1	0	2
1	Religious	0	1	0	0
3	Western	1	2	0	0
3	Adventure	0	2	0	1
2	General Story	1	0	0	1
(3) 14	Humor	2	7	3	2

Estimate about how much time you spend reading magazines.

5	Less than 1 hour	1	4	0	0
21	1 - 2 hours	3	8	5	5
5	3 - 4 hours	2	1	1	1
0	More than 4 hours	0	0	0	0

How many magazines do you or your family receive in your home?

1	None	1	0	0	0
28	1 to 5 Magazines	6	13	5	4
7	More than 5	0	4	1	2

Are you a regular reader of comic books?

13	Yes	1	10	1	1
23	No	6	7	5	5

The following titles were listed as favorite magazines:

Sports Illustrated (3)
Hot Rod (3)
Seventeen (2)
Look
True Story (3)
Life (2)
Mad
Sports Afield (2)
Sport (2)
Outdoor Life
Playboy (3)
Cycle
Popular Mechanics
Inside Detective
Cars and Cycles

() Number in parenthesis indicate the number of times that title was listed.

Table 6. Books

Favorite Types of Books

All Schools	Favorite Type of Book	Walker	Grand Marais	Cloquet	St. Paul Johnson
(1) 14	Mysteries	4	6	1	3
1	Biographies	0	0	0	1
(1) 14	Adventure	0	10	2	2
1	Sea Stories	0	1	0	0
2	Historical Fiction	0	2	0	0
5	War	1	3	0	1
4	Animals	0	2	1	1
3	Westerns	0	2	1	0
9	Teen Romance	2	3	2	2
0	Careers	0	0	0	0
1	Dramas	0	1	0	0
2	Poetry	0	1	0	1
7	Science-Fiction	0	1	2	4
3	Short Stories	1	2	0	0
9	Sports	4	4	1	0
(2) 12	Cars & Racing	2	7	2	1
2	Scientific	0	2	0	0
(3) 10	Indians	4	1	3	2
6	Humor	1	3	2	0
3	Family Life	2	0	1	0

Do you buy your own paperback books to read?

24	Yes	4	11	5	4
12	No	3	6	1	2

Estimate the amount of time reading books (Not Textbooks) each day.

19	Less than 1 Hour	3	8	5	3
14	1 - 2 Hours	3	8	1	2
2	3 - 4 Hours	1	1	0	0
1	More than 4 Hours	0	0	0	1

Where do you obtain most of your books to read?

5	Public Library	1	2	0	2
2	Bookmobile	0	1	1	0
10	School Library	2	7	1	0
14	Buy your own	1	6	3	4
5	Borrow from friends	3	1	1	0
0	Gifts	0	0	0	0

Table 7. Summary and Evaluation

A. From which of the mediums do you learn the most?

All Schools	Medium	Walker	Grand Marais	Cloquet	St. Paul Johnson
(1) 11	Books	0	8	1	2
(3) 8	Magazines	2	3	1	2
6	Newspapers	1	4	1	0
(2) 9	Television	2	3	2	2
3	Radio	2	0	1	0
0	Movies	0	0	0	0

B. Which of the mediums do you depend on most for relaxation?

(2) 8	Books	0	4	0	4
1	Magazines	1	0	0	0
0	Newspapers	0	0	0	0
(1) 11	Television	0	8	1	2
(2) 8	Radio	4	3	1	0
(3) 4	Movies	0	2	2	0

C. Which of the mediums do you spend the most time per week in viewing, listening, etc.?

3	Books	0	2	0	1
1	Magazines	1	0	0	0
1	Newspapers	0	0	0	1
(1) 15	Television	2	7	3	3
(2) 14	Radio	4	7	2	1
1	Movies	0	1	0	0

D. Which medium do you make the least use of during a week's time?

9	Books	2	2	4	1
2	Magazines	1	0	0	1
3	Newspapers	2	1	0	0
5	Television	1	2	1	1
4	Radio	0	3	0	1
12	Movies	2	8	0	2